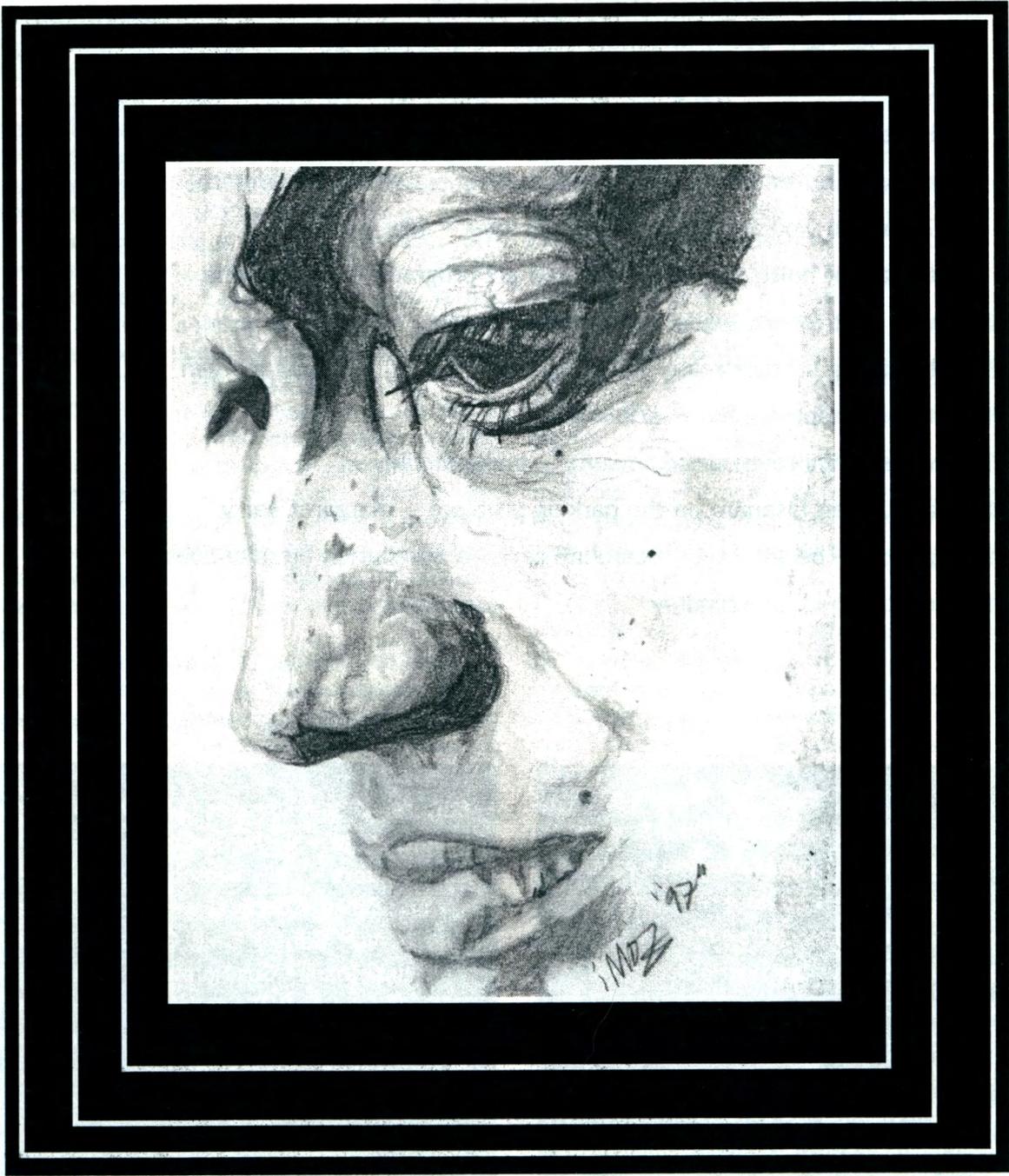


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# Greetings, Gentle Reader

1

eddie kovsky

What a whirlwind of activity the last month has been. Senior essays are finally finished, and the beginning of the end of yet another year is upon us. It is still far too early in the year for me to be getting sentimental though, so I'll move on to more pressing matters.

The last month or so has also been filled with rumors about the noticeable police presence around campus. While the two incidents that brought the police on campus happened to be unrelated, one of them has very unsettling consequences for all the students at St. John's. Rumors about the arrest of a Santa Fe resident in our library have been circulating since the incident happened Thursday night, February 13. Several students witnessed the arrest, but since the incident has inspired the administration to run and hide like frightened little bunnies (on the advice of their lawyers), no one in the administration was willing to make any comments. But interested students may consult a story in the Santa Fe New Mexican entitled "Lawmakers Take Aim at the Patriot Act"(2/18) for a slightly more in depth account.

Although the incident might put the college in a difficult legal position to talk about the specifics of the library incident, there is still no reason why this should not spark a lively debate amongst the students and faculty. The same day that the police entered our library a notice was sent out to the students, signed by the President, Dean, and Assistant Dean, letting us know that suspicious people had been seen on campus, but that the FBI had been alerted and the college had "established a special committee, the Safety Committee, to handle these issues."

There are two questions here that urgently need answering. First, if there really are dangerous people around campus, what steps is the college taking to insure campus security? Are we to believe that our current security force, which treats the students as the most disdainful members of the college community, is adequately prepared for the level of readiness that this kind of threat requires?

More important, though, is the question of what freedoms we are willing to sacrifice for our safety, a question that has received little attention since the September 11th attacks and the government's subsequent response: the Patriot Act, and its impending sequel, the Domestic Security Enhancement Act of 2003. At the local level, it is likely that in the near future St. John's would become a closed campus. No one from the Santa Fe community would be allowed on campus. Your friends and family would be treated suspiciously here.

But on a national scale we must question to what degree we are willing to have our civil liberties trampled

in the name of safety. The Bush Administration has made sweeping motions to strangle civil liberties in this country while we panic under the misinformation of Homeland Security's terror mood ring, which features orange as this month's flavor. Meanwhile, we still don't know where Osama is hiding, and President Bush is arrogantly pushing the country into a war that most of the world opposes. In my hometown of Colorado Springs, peaceful demonstrators who showed up to protest U.S. intervention in Iraq were tear gassed by local police. Women and children who were in a nearby park and were not participating in the demonstration inhaled the fumes as they moved across the block. The City Council stands by their belief that the police actions were justified, and the incident has garnered little interest in mainstream media, in spite of the fact that Colorado Springs was only one of two places in the world where demonstrations become violent during the national day of protest. It seems that any disagreement with the current administration marks an individual as a terrorist, and any action against a dissenter can be justified after the fact. Perhaps Tocqueville was correct to think that one day the United States would descend into tyranny.

These are only a few of my observations, and I will readily admit that they are not terribly well thought out. The important thing, regardless of whether or not you agree with anything I have said, is that the college community continue this debate.

I'll end by sharing a quote from Thomas Jefferson wherein he relates his own beliefs about what will make the United States a great nation:

"I am for freedom of religion, and against all manœuvres to bring about a legal ascendancy of one sect over another; for freedom of the press, and against all violations of the constitution to silence by force and not by reason the the complaints or criticisms, just or unjust, of our citizens against the conduct of their agents. And I am for encouraging the progress of science in all its branches; and not for raising a hue and cry against the sacred name of philosophy; for awing the human mind by stories of raw-head and bloody bones to a distrust of its own vision, and to repose implicitly on that of others; to go backwards instead of forwards to look for improvement; to believe that government, religion, morality, and every other science were in the highest perfection in ages of the darkest ignorance, and that nothing can ever be devised more perfect than what was established by our forefathers." Philadelphia Jan 26 1799

Farewell Gentle Reader. May we meet again in better times.

cathy garcia

To the members of the college community,

We have all been gripped by the drama in which Ms. Hanlon, Mr. Rosenberg, and I have been players. When her first response letter was published in *The Moon's* letters column a few months ago, I must say that I had absolutely no intention of responding to her. I felt that there was nothing I could say to alter her viewpoint regarding this community, or that there was really anything I could say in response that would in any way make her change her opinion of myself and Mr. Rosenberg.

I was asked repeatedly by members of the college community how I felt about her letter. Being the design editor of this publication, I had already read it weeks before its release, and so was rather surprised by its rousing effect on the community. I had originally dismissed Ms. Hanlon's critique as a narrow-minded conclusion about myself and Mr. Rosenberg: a conclusion based on no real knowledge of myself, my moral beliefs, or the benefits of my education.

There were, however, two reasons I was pleased about the publication of the letter. As Mr. Rosenberg expressed in the third issue, in order for us to have any real sense of community, it is imperative that any member of that community be allowed to express their concerns. Some people had asked me: "But you work for *The Moon*—why didn't you bar its publication?" First of all, I only design *The Moon* and have nothing to do with its content—(complain to Eddie Kovsky about *that*, if he does not politely tell you to bugger off before you get a chance to complain. Oh, and if you do complain, at least get off your lazy duff and contribute. I'm so sure you self-crowned critics can write a more decent article than the current, mediocre ones)—and assuming I did have something to do with content, I am not so totalitarian as to resort to censorship, nor do I advocate the whitewashing of any opinion which happens to differ from mine. In this day and age, we are all entitled to speak our minds, come whatever consequences may.

You may ask yourself: "Well, if you were not going to write a response letter, what the hell are you writing *this* for?" No, gentle readers, it is to share with you a letter of apology, which I received in my mailbox soon after Ms. Hanlon's letter was published, written by Ms. Hanlon herself, which I will now proceed to share with you all. Nothing is omitted; nothing

is changed.

December 2, 2002

Cathy,

*I want to apologize; I should have sent you a copy of the letter I published in The Moon as soon as I submitted it. I knew I should have. I should have sent it but I justified not sending you a copy by telling myself that you were the layout editor and would see it before publication. And, truth be told, I was a bit afraid of your and Rosenberg's retribution because that sort of thing has happened to me before. I shouldn't have projected like that; you and Bryan are much different people from those others. I was afraid; I let my fear rule me and I behaved exactly in the manner I asked readers of my letter not to behave towards me. I am sorry.*

*I didn't mean it to be a personal attack—the only thing I know about you personally is that you like to bake muffins. [smiley face here]*

*I have long been frustrated about campus culture and your article embodied for me much of what I have been disappointed with. I decided to say my piece but unfortunately did not give myself a cooling-off period to reconsider my words or get other opinions before I submitted it. And you got hurt in the process. For that I am truly sorry.*

Erin Hanlon

I give you here, gentle reader, a moment to dry those tears before I continue, for this letter was the one which actually offended me.

Ms. Hanlon assumes correctly when she says that I must have seen the letter before its publication. Nonetheless, while Ms. Hanlon was writing it, she did not condescend to talk to me about her frustration in the community and my role in that frustration. She wrote a letter to the editor, which she never bothered to discuss with me before submitting it. It is a dialogue she begs for, yet she is quite unwilling to participate in. Perhaps the most upsetting thing about this whole affair is that still she did not chose to apologize in person, but instead wrote another letter! Again, she afforded me no opportunity to reply to her. I feel that this second hypocrisy is the straw that quite breaks my back. She chose her forum: a public, one-sided forum, in black and white for all to see. I am only responding in kind.

She excuses herself by saying she did not mean the letter to be a "personal attack" and that this sort of thing "has happened to me before"; that ☞

The approach taken towards The Program by Erin Hanlon and Bryan Rosenberg in their discussion on "Critique of Pure Fun" (published in this year's first issue of The Moon) is indicative of the mindset which I think is largely responsible for the "overt and drunken expressions of sexuality," drug abuse, and other forms of "self expression" that the campus is familiar with. They write, "Even Aristophanes did not think that the consequences of sexual actions should be ignored" (Ms. Hanlon), and, "...would be to take Euripides' lesson in vain" (Mr. Rosenberg), as if, like gluttons, we should swallow everything handed us. Paraphrasing one of the tutors at the recent panel discussion, the ultimate question asked of each work is, "Is this true?" And one evaluates the truth of a work by its freedom from contradiction, both within itself and in relation to reality.

The same approach towards The Program that Mr. Rosenberg relies on is behind his statements, "To call an individual 'immature' because he expresses himself, in whatever form, so long as it does not cause harm to anyone around him, is telling that person not to be himself. To suggest that rather than express and release our desires, we should keep them pent up inside in constant denial of their existence, would be to take Euripides' lesson in vain." Just as a person should not uncritically accept an idea simply because it's attached to a name, he should not vomit forth every desire he feels simply because it exists. Rather, he should only pursue those desires which are "true," that is, which are in his best interest, which do not contradict his view of who he wants to be. Assuming, of course, that all this is known. I take it for granted that it's desired.

In this respect, I disagree with Mr. Rosenberg's implication that the expression of any desire is self-expression. I accept that for an action to be the "possession" of someone, he must be able to give an account of it in accordance with what I've written above. He must be able to relate the recognition of his own personal, idiosyncratic existence to what he does.

To this idea it has sometimes been objected that one would be constantly analyzing his actions, which would prevent him from ever enjoying what he does because he would not be experiencing the actions themselves but what he is thinking about his actions, which is one step removed. I do not know how to counter this argument except to say that I do not see how the awareness that what you're doing is right can detract from your experience.

To close, here is something Thoreau wrote in *Walden*:

"We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation which does not forsake us in our soundest sleep. I know of no more encouraging a fact than the unquestionable ability of man to elevate his life by a conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue, and so to make a few objects beautiful; but it is far more glorious to carve and paint the very atmosphere and medium through which we look, which morally we can do. To affect the quality of the day, that is the highest of arts. Every man is tasked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour."

☞Mr. Rosenberg and I are not like those "others." Ahem. It saddens me to think that a young woman attending this college is unable to learn from her own mistakes, and insists on repeating them. I wonder who else has been the victim of Ms. Hanlon's public stonings; I wonder if she knew them as well as she knows me. And as another side note, I ask Ms. Hanlon not to flatter herself into thinking she in any way offended me with the comments of her first letter; I was not "hurt in the process." It is all too easy to dismiss personal attacks as the ravings of a person with an irrational vendetta.

While I respect Ms. Hanlon's concern for the

moral deterioration of this campus, I must warn that such attacks as hers do nothing to bring the community together, but rather serve only to tear it to shreds. We cannot live in a community where we are expected to abide by a single person's moral code. Such would be a tyranny.

I ask Ms. Hanlon, and those who, like her, have a yellow streak of puritanism, to actually get to know the people she condemns. She may find a real person lurking behind her grotesque distortions of them; she may indeed finally succeed in making a friend, instead of making her usual slew of enemies.

becky dwyer

Having just received the invitation to join the workshops to quit smoking, and taking this opportunity to procrastinate on my senior essay some more (sorry, Ms. A!), I have decided to let the campus know my thoughts on smoking. As a disclaimer, I know that smoking is bad, and even second-hand smoke (that's me) can be dangerous and cancerous. I find it wonderful that our school is offering help for those that want to quit their smoking habit. I'm sure it's much easier to quit in a group than by oneself. And the group will probably have more information about ways to quit than I could ever pretend I have. Truly, I just wish that fewer people started smoking, but, since we can't go back in time, let's just deal with the present. On a side note, how come we don't offer support groups for alcoholism or other addictions? Is it because there isn't a grant from a lawsuit? How come nobody's sued Jack Daniels? But that's a different topic.

First off, let it be known, I am not a smoker. I do not smoke cigarettes. Hell, I can't even spell cigarette without a spell check. However, being an accepting person, I support my smoking friends. If they choose to waste their lungs away to a black pile of goo, fine, that's their choice. If they choose cut back, good for them! I'll support them all the way. I do not, however, endorse quitting entirely while at St. John's.

I have known more people in my stay here that have successfully started smoking than have successfully quit smoking. (More on those people that start, later.) These are people who have tried to quit for any number of reasons, health, money, love, I've seen it all. Not a single person I've known has ever really quit, though. Most often, I've seen people who have "quit" for a small number of weeks or months. I have known people who have successfully quit buying cigarettes. My favorite, though, was the person who "quit" smoking in front of just one person! While I admit that all of these people cut back their nicotine intake significantly (at least for a period of time), not one of them actually "quit". Maybe I'm just being a little nit-picky here, but when someone says, I'm going to quit smoking, I think they'll mean it forever. The meaning of stop is to discontinue motion, and even an occasional habit is still a habit. I don't see how "cutting back" is the same as "quitting".

Maybe it's just me.

Furthermore, some select few people should not quit smoking, at least cold turkey. I have seen the results of nicotine withdrawal. I have only two words: flaming bitch. I heartily endorse cutting back on your nicotine intake, but not at the expense of those around you. Yes, we non-smokers know that quitting is hard, but Jesus! does it have to be hard for all of us? Those of you with heavy smokers in your seminar know how it is. At 9:55pm they all get antsy and start moving a little more, some of them even pulling out their smokes and tucking them subtly behind their ears. If it's that bad after two hours imagine how it'll be after two months.

There is a time and place for everything, and attending St. John's is not the time to quit. Those that I have seen attempt quitting fell prey to some of the greatest temptations here at our school. Not a single breath of smoke for three months, and then you have to write a paper. Not a single cigarette for two weeks, and then you attend some random party. Even the act of standing outside with your friends between classes has brought some quitters down. Keep those times in mind when you decide to quit smoking, oh noble inhalers of smoke!

Finally, as I promised, a note on those who have started smoking while at St. John's. Again, I am not a smoker, I have not started smoking, I have not bought any cigarettes other than those two I bought at Lola's last year. And while I may look like an idiot being the only one in a small group without smoke billowing from my lips, at least I don't look like an idiot with a cigarette. In fact, that's the main reason I don't smoke. I would look like an idiot. Honestly, nobody looks dumber and more clumsy than someone who has just started smoking. These people look awkward. They don't know how to inhale. They don't know how to hold their little cigarette. They can't put it out with grace. It's painfully embarrassing for everyone involved. If you weren't smoking before you were able to buy smokes, than for God's sake, don't start! You look like a child! Not to mention, of course, the health risks.

I know you've been meaning to quit for some time, and perhaps you've even tried to quit and failed. But you are not alone, many have failed ☹

emily graves

To skip, or not to skip. That is definitely the question. I decided to write an article about absences after listening to people complain about how some tutors allow your number of absences to affect your grade, and others don't. I was going to call for a policy that would be consistent school-wide. The next day, I received a letter from Mr. Fasanaro in my mailbox, letting me know that there is in fact a schoolwide policy regarding the consequences of absences, but that it is more or less at the tutor's discretion.

So, knowing that the number of classes you skip may be reflected in your grade or don't rag, how do you decide? Mr. Fasanaro's letter maintained that absences should be saved for legitimate emergencies. But what constitutes a legitimate emergency? Is it just being really sick in bed, and physically unable to come to class? What if your best friend just had his heart broken, and he needs consoling? Or maybe your buddy from back home has come to visit, and she's been waiting at the Albuquerque airport for hours. Or it's a stunningly beautiful day outside, and the thought of spending an hour and a half inside when you could be hiking up Monte Sol makes you sick. Do these count

as emergencies? Obviously, the call is yours to make. The thing to remember is, every action has its consequence. If you miss class once or twice, it's probably not a very big deal. But what if you miss class once or twice, and then get in an accident and miss a week of class? Then you're in trouble.

It's also important to try to see the effects of missing class from the tutor's point of view. The only things our tutors can use to judge our performance and understanding is our participation and a couple papers. If, for example, we skip the maximum of five math classes out of around forty per semester, that means that not only are we not actively participating, we're completely missing out on an eighth of what our classmates say and conclude together in those classes.

Perhaps the best way to look at it is to understand that each class is a once in a lifetime experience, and will never be repeated. Someone might say something in the class you happened to miss that would have made sense of the entire semester. If you need to give yourself a day off in order to maintain your health or sanity, do it, but be aware of what you're missing.

at quitting smoking. And perhaps that's why you should attend those meetings. Even if your goal is to cut back to less than a half a pack a day, I'm sure those meetings will give you advice and support for that. Perhaps it's more noble to

try and fail than to not try at all, but wouldn't it be nice to say that you've cut back, without sliding back into your old ways and without wanting to kill those around you? I gotta tell you, it'd be nice for me! Godspeed, you smokers you!

To the college community,

While I wholeheartedly agree with Mr. Barry's and Ms. Williams's support of local music stores, I must disagree with their choices of patronage. Bow Wow Records was overpriced and had a minimal selection; it was unable to compete in a sizeable market. We Buy Music has a minimal selection of vinyl records; a tragedy to hi-fi dorks like myself and Mr. Barry, who then have to find their precious com-

modities elsewhere. And now that Ear Shot, Santa Fe's only record store, has closed, I thus proclaim Crazy Kat records (on Central, Past Wyoming) the ultimate winner in this petty argument. Their selection and pricing is excellent. However, I am sorry to report that I have already picked the store clean of anything worth buying. Thank you.

Yours,  
Cathy Garcia

BE AMERICAN

CONTRIBUTE TO THE MOON

Justin (Gus) Hurwitz

To the St. Johns' Administration and Polity,

Over a week ago an individual was arrested in our Library. Since that time, the College's administration has offered our polity no information about this arrest. In place of any official comment, the rumour mill has been well at work producing any possible myths for students, tutors, and staff to consume. This raises many disturbing questions, both about administration's silence and about the event itself.

I have personally heard two believable accounts of the administration's silence. The first claims that the school is under a gag order from the FBI, CIA, Secret Service, or some combination of the three. There is, however, no reason, even if we are under a gag order, that the administration cannot say simply: "An individual [or student] was arrested by [the FBI/CIA/Secret Service/Santa Fe Police] on such and such a date. As there is an open investigation around this case, we cannot currently disclose more information about this incident. More information will be made available as we are permitted to release it."

The second account is that the individual who was arrested is threatening to sue the school. If this is the case, then there is no legal reason (assuming that the above is entirely legal, on the part of the investigating authority) that the polity cannot be so informed; rather it is the case that the polity, for whose sake the College exists, ought to be necessarily informed of such a threat to their community.

In the absence of such information, I have heard, amongst other things:

1. Both that the person arrested was male and female;
2. Both that the person arrested was and was not a student;
3. The person arrested was harassing students in the Library, prompting the police to be called;
4. The person arrested was making threats against the President of the United States in an online forum, prompting the FBI to drive up from Albuquerque to arrest him;
5. The person arrested was making terrorist threats against Los Alamos National Laboratory in an online forum, prompting the FBI to drive up from Albuquerque to arrest him;
6. The person arrested had accomplices/friends

in the Library at the time;

7. The person arrested had been previously removed from the College of Santa Fe's library facilities;

8. The College of Santa Fe informed the FBI of the arrested person's activities;

9. The person arrested has threatened to sue the College.

This is a reasonably long, and contradictory, list of facts. Contained in it are the roots of three questions that the administration has a responsibility to answer, or to tell us why they cannot answer. First, was the person arrested a student of the college, or otherwise a member of our community? Second, what threats, if any, have been made against the school? And third, who arrested this person, and why did they arrest him?

Of these, the third is, both for me and for most people to whom I have spoke, the most important. The story about the individual harassing students does not make sense- he would more likely have been removed by campus security than arrested; were he arrested, it would have been by the Santa Fe police, which is not congruent with other circumstances of the case, which strongly suggest FBI involvement.

FBI involvement, on the other hand, would tell us that this was not a simple case of criminal or uncivil activity. It seems, rather, that this was along the lines of a threat either against the President of the United States or of terrorist activity. Further, this gives credence to the stories that the FBI was monitoring this individual while he was online using our public access computers in the library. Herein lies the greatest of questions.

Given this, perhaps slippery slope of reasoning, how did the FBI know where to go on campus to arrest this individual? All of our computers are behind the school's firewall- the best that the FBI could know, without the school's explicit help, or without breaking into our computers, is that this person was using a computer behind our firewall. Speaking as a computer networking professional, with specific experience in security and network monitoring, I believe this latter case to be extremely unlikely. This leads me to fear that the school might have assisted the FBI, in this instance, without duly informing the polity. Such constitutes a serious breach of the polity's trust and privacy. ☞

Valentine's Day has passed. Naturally, it is my second most hated holiday. I thought momentarily of relaxing my stance, lightening up, allowing myself to be carried along with the waves of fuzzy bears and heart-shaped boxes. Then I realized that I would be betraying my cynical, curmudgeonly side if I allowed such nonsense, and decided to strike a balance. Ladies and gentleman, my advice this Valentine's Day is to love yourself, first and foremost. Thus I present, the soundtrack to your self-love.

**1. I Touch Myself, The Divinyls** (from *Divinyls*, Virgin Records, 1991): The preeminent song about wading in the Bermuda Triangle, and the Divinyls only hit. "I Touch Myself" reached #4 on the American charts. For those who frequently enjoy dusting the Tunnel of Love, it will always be #1 in your hearts.

**2. Blister in the Sun, The Violent Femmes** (from *The Violent Femmes*, Slash Records, 1983): Little girls nationwide dance frantically to this song without knowing that it is about the Masonic secret self handshake. Nevertheless, it is the definitive post-punk acoustic ode to the low-five. Furthermore, it was penned by frontman Gordon Gano, who, as the ungodly son of a Baptist minister, may be even more of an expert on the one-handed workout than some of the kids around here.

**3. She-Bop, Cyndi Lauper** (from *She's So Unusual*, Portrait Records, 1983): After Cyndi Lauper dropped out of high school, she supposedly spent some time "finding herself". From the sound of this song, Cyndi was practicing a little *menage a moi* in those few years. Who knew it could take so long?

**4. Dancing with Myself, Billy Idol** (from *Don't*

*Stop EP*, 1981): This track was released on Billy Idol's first effort sans his punk group Generation X. Some say this his declaration of freedom from the band. Indeed, it was Billy's time to take a turn at the self-serve pump. Speaking of pumping...

**5. Pump It Up, Elvis Costello and the Attractions** (from *Girls, Girls, Girls*, Columbia Records, 1990): Boy loves girl. Girl doesn't love boy. To compensate, boy takes little Elvis to Graceland. Elvis himself admitted the questionable context of this song, although no explanation was necessary, with lyrics like "Pump it up 'til you can feel it." We all knew he was waxing poetic about waxing the ol' goal post.

**6. Palm of Your Hand, The Buzzcocks** (from *Trade Test Transmissions*, Caroline Records, 1993): The Buzzcocks carefully blended punk rock guitar attack with romantic lyrics and a healthy amount of the crazy hand jive to produce some of the most influential, albeit only moderately successful new-wave. Most importantly, in a time when promiscuity is dangerous, the Buzzcocks taught us, regarding unsheathing the Meatsaber, "It's practically safe, not much risk of disease."

**7. Sexual Healing, Marvin Gaye** (from *Midnight Love*, Columbia Records, 1982): What would any soundtrack to love be without Marvin Gaye? This song is not about shucking the corn, *per se*. However, if you listen very closely as the song fades out, you can hear Marvin asking his woman, "Please don't procrastinate / I don't want to [have to perform an organ solo.]" (The brackets were added for those among us with virgin sensibilities. Who knew that Marvin could be so lewd!) Apparently even Mr. Let's-Get-It-On himself occasionally had a date with Ms. Rosie Palmer and her four daughters.

☞ It is essential that the Administration tell the polity what their policy in this case was, and what it in general is.

The prospect of the school monitoring students is daunting from a civil rights perspective, to say the least that I should. The prospect of the school sharing such information without each individual's explicit consent is far more daunting. The school

has a moral, and likely, too, a legal obligation to answer these concerns. More accurately, if these concerns are to be answered in the affirmative, the school had an obligation to explicate its policy before such questions arose; if these concerns are to be answered in the negative, the school has no reason not to say so directly, and to explicate its general policy, at present.

BE SAFE... BE SUSPICIOUS

cathy garcia

Like many of you, I have taken quite an interest in the dramatic proceedings of the various faculty committees regarding the future of the art program here at St. John's. As a current senior, I am lucky enough to be a member of, what may very well be the last class to have an art tutorial.

My biggest concern, however, was that there was not enough information being made available to the students. That is, all I had ever heard about the subject was straight from the mouths of only a handful of tutors. Usually, these discussions happened in a one-on-one discussion, without the happy interference if any other tutors, who may have had a differing opinion. I felt that these tutors shared their opinions freely, and I was grateful for their candidness. However, it became clear quite quickly that these various opinions differed greatly from one another, and I ceased being interested in the differing viewpoints of these various factions. Suffice it to say that I was sick of only one person's opinion being presented to me at any one time, and I was quite ready to reach the bottom line and do away with all the bickering.

I spoke with Dean Levine, and he was kind enough to provide me access to the minutes of the December faculty meeting. As a matter of fact, anyone can access these accounts, provided they go into the dean's office and ask politely. The dean then suggested I call Ms. Susan Knight, a tutor who also was the head of the Art Program Review Committee. She too was kind enough to provide me with a copy of their report. This was the report discussed at the faculty meeting, and all quotes come directly from either of these two documents. Minutes, qua minutes, are hurried and do not capture what the tutors may have said word for word. They provide the gist of what they were saying, so I warn the readers of this article to not place those exact words in the mouths of the tutors quoted. Again, I do not presume to be providing a complete description of the art program fiasco, only a general account of the goings-on. It seems there is still much to be argued about.

A brief history of the art program is in order. The report begins with a brief history detailed by James Carey, the acting Dean during the inception of the art program:

"[I]nterest in the possibility of a curricular visual arts program began to develop" because of many "art related activities at the college" over a series of decades preceding 1990. "In the mid-1980s," the Instruction Committee began to "rehearse the reasons for and against including visual arts in the curriculum." These arguments are the ones we ourselves still hear: that art is

a fine and not a liberal art; that unlike music, visual art had no learnable "elements"; that art had a place in the curriculum because of its relationship to philosophy and mathematics. The Instruction Committee finally "limited [them]selves to noting that there simply seemed not to be enough room in the curriculum for an art program that would be worthy of the College." At about the same time, Annapolis began to develop notions of an art program as well. The Instruction committees of the two campuses decided to discuss the issue at a joint meeting in 1989. Mr. Carey remembers: "When we all met together we discovered that we could not persuade our Annapolis colleagues of the superiority of our version of the art program, and that they could not persuade us of the superiority of theirs. What we decided on was an arrangement that would institute different but not incompatible art curricula on the two campuses." As a result of what sounds like a clerical error, Annapolis did not incorporate an art tutorial, whereas Santa Fe did. At the faculty meeting in April 1989, "many of the reservations were directed not toward the program as such, but toward the placement specified in the proposal that we had formulated." This, of course, is what has come back to haunt us. The new proposal went into effect the following academic year.

Ten years later, an art committee was formed, comprised of Ms. Susan Knight, Mr. John Cornell, Mr. Stephen Houser, and Ms. Lynda Myers. Their job was not to make a recommendation either for keeping the program or for getting rid of it; rather, they were just to "collect data" on this 10-year experiment. They interviewed 24 tutors who had the most experience teaching the art tutorial. It does not say who those tutors are. But to give us an idea of what these tutors, whomever they may be, are thinking, I submit this direct quote from the report:

"I [Ms. Knight] believe the entire committee was taken aback by how wide a sense of frustration and demoralization exists among those interviewed. Even those with the most good will towards it show signs of waning enthusiasm and flagging spirit to seek individual solutions to the problems they sense. The program does not seem to be working."

After this, the report details what aspects of the art tutorial are working, including the worth and appropriateness of studying art as part of the College's program and the benefits of a non-text based thought and analysis. Nonetheless, there is "a small minority" of tutors who believe that "the visual arts do not have sufficient depth to sustain intense study"; that "their own intellectual

slant is text based and that they are not a good fit for studying art at all." The majority of tutors seem to agree on the main cause of their dissatisfaction: "[They] have felt growing frustration with the limits of depth that the parameters of time and placement have imposed." The committee finds: "It seems that many problems could be solved by an expansion and the refinements that expansion would permit. We have concluded that it is the placement of the program and the length of time allowed for it that are most deeply responsible for its state." This, it seems, is the bottom line.

Yet the report highlights what it calls "the more essential structural flaw": it seems that "art is not something one elects to do, as one elects to teach another tutorial by notifying the Dean of one's preferences." Several tutors noted that they think twice before asking to do either senior language or mathematics because they do not want to do the art, either for the first time or again. But the fact that we are asked to plot out own preferences recognizes that each tutorial builds its own cadre of tutors who take the lead in guiding and helping those for whom a given tutorial will never be a totally natural fit. This seems especially true for music, and for some similar reasons, art as well." I will foil this statement by a statement Mr. Carey made in his historical account of the art tutorial: "We resisted the suggestion that students be given the option of choosing between art and music for the fourth class of the sophomore year. As electives neither would be seen as central to a liberal education and both would seem equally dispensable." It seems that while I as a student am expected to participate in, say musica nd math, or art and math, there are some tutors who hope they are exempt from the same practice. I always thought this school as an academic environment where my "professors" were not exempt from struggles not unlike my own. Anyone who has heard me sing cannot conclude that music class must have been a piece of cake for me. But attend class I did, and I tried my hardest to avoid hitting a third when I should have been hitting a fifth. which is to say, that at this school, I do not expect my tutors to be whining about having to do music or art for similar reasons. Can I too convince the dean that my own intellectual slant is text-based, and so should not be made to suffer through freshman chorus, sophomore music, and senior art? And what if I am artsy and would prefer to skip the Einstein, but keep the figure drawing? Truth is, these arguments of "intellectual slants" sound like a child's temper tantrum wanting desert, but not their vegetables. The arguments

of placement and time constraints seem much more reasonable to me, and so I am happy to discover that these concerns are the most prevalent.

The other problems cited included the strained collegiality due to co-leadership of the class, and that the busy time of year does nothing to help the other, aforementioned problems.

The report ends with a series of 4 questions which explicitly state the concerns mentioned above, and submits them as a structure that can facilitate a faculty discussion.

So we turn to the faculty discussion. For the most part, and based only on the minutes, this discussion seemed to reargue the questions raised by the art committee report, but with the opinions of the various tutors quite clear. I will spare you readers the various arguments; suffice it to say that none of the parties were able to persuade the other parties of the superiority of their respective arguments. At the end of all this squabbling, a motion was made by Mr. Cornell to not do the art program in its present form beyond the present year. Mr. Steadman seconded the motion. The exact wording of the motion, as suggested by Mr. Carey, is: "That the faculty recommend to the Instruction committee seriously to consider not continuing the Art Program in its present form beyond this academic year." After a few tutors voiced their concern about how this could mean that the art program would thus be thrown into the ashheap forever. Mr. Kates said something to the effect of, "We're recommending change that could lead to modification, that could lead to discontinuation." Final count: 27 for the motion, 2 against, 1 abstention. It does not say which tutors were present, nor who voted in which direction. It is important to stress that the faculty is not making the final decision; this is left for the instruction committee.

I can only expect that the opinions of the students are as varied as those of the tutors, and neither do I expect them to give any opinions which vary as the tutors's arguments. But I close with a quote from the art report: "Our reflection on this also forces us to raise the question of principle about whether any obligation to do it for the students' sakes can be separated from or answered apart from the question about the extent to which the faculty can fulfill an obligation that does not also serve in its own development." As it stands, it does not seem that this year's underclassmen will have the joy of experiencing the art tutorial, nor does it seem that the senior class will be able to pass down their \$45 art manual to them.

jonathan morgan

*Musings on the loss of this and other important Supreme Court cases from the reading list.*

There is always debate about whether certain works should be added to the curriculum, and whether others which are already there should remain. Supreme Court cases, which were once a significant part of the Senior seminar second semester, have fallen from the curriculum in the last 5 years. In the past, the issues of federal and state jurisdiction, public vs. private interest, and constitutionality were discussed through court cases which explored racial discrimination, the rights of citizens, and regulation of public institutions. One work which was prominent on the reading list for several years was the supreme court case of *Roe v. Wade*. In *Roe v. Wade* 1973, a Texas woman who wished to terminate her pregnancy challenged a Texas law that prevented her from doing so. In this case, the court ruled that States could not regulate a woman's right to terminate her pregnancy in the first trimester (that is the first three months), could only regulate abortion in the second trimester if it was an issue of the mother's health or well-being, and could freely regulate an individual's right to an abortion in the third trimester, at which time the fetus was considered a viable 'unborn child'-because it is possible for the fetus to survive outside the mother's body at this stage.

*Roe v. Wade* has had a rocky history since it was first introduced to the curriculum in 1991. It was first removed in '95, put back on in '96-with strong tutor support-then removed again in '98, and has been gone ever since. When *Roe v. Wade* first made the seminar list, it was added to a whole host of Supreme Court cases already there, which were read over the course of several seminars near the end of senior year. Many of these cases had to do with racial issues: *Dred Scott v. Sanford* upheld the constitutionality of slavery, *Plessy v. Ferguson* upheld the constitutionality of segregation, *Brown v. the Board of Education* declared segregation in schools to be unconstitutional, and *UC Regents v. Bakke* deemed affirmative action to be constitutional.

Supreme court cases began to fall from the curriculum in the mid-nineties: when *Roe vs. Wade* was re-introduced in '96, it was one of only two supreme court cases read-the other was *Dred Scott v. Sanford*, which is the only court case currently read in seminar and is the only one which has never been dropped from the list (*Dred Scott* is read in senior seminar at the beginning of second semester, along with selected

speeches of Lincoln and Fredrick Douglass). In 1998, *Roe v. Wade* was replaced by *Griswold v. Connecticut*, a case upholding the right of married people to use contraception. But *Griswold* was dropped in '99 and no Supreme Court cases other than *Dred Scott* have been read since.

There are two issues here. One is whether controversial, hot-button supreme court cases such as *Roe v. Wade* should be included in the curriculum. The other is whether Supreme Court cases should be included in the curriculum at all.

The answer to both of these questions seems to be, increasingly, 'no'. *Roe v. Wade* is-not surprisingly-a hot, tense seminar topic. A Moon article from December of '96 reveals that some female students initially objected to the reintroduction of *Roe v. Wade* to the seminar list because they themselves had had abortions, and felt uncomfortable talking about the constitutionality (and, as many people see it, the morality) of abortion in a classroom full of people with very strong and very conflicting opinions. Three senior women officially requested of Mr. Carey, then Dean of Students, that the case be removed. Others may oppose *Roe v. Wade* because of a strong moral aversion to it-seeing it as state-sanctioned murder of innocents and thinking that it should not be discussed. Still other people might not want to see *Roe v. Wade* make it to the seminar table because they feel so many other people will be uncomfortable talking about it (for the reasons mentioned above), even though they themselves have no problem with the court case. And I suspect that some people may fear that a discussion of *Roe v. Wade* could turn out like really bad Bible seminar.

The fact that *Roe v. Wade* is not a comfortable topic of conversation for some should not automatically exclude it from the seminar table. Especially as second semester seniors, we should all have the courtesy and dignity necessary to discuss something controversial without turning seminar into a my-belief-against-your-belief slugfest. A seminar devoted of *Roe v. Wade* could actually be a rare opportunity for Johnnies. We seldom get the chance to discuss something 'current' in a seminar setting, and *Roe v. Wade* is being debated, as many of you know, in Congress right now.

The other issue is whether we should be devoting seminar time to Supreme Court cases at all. A Supreme Court case is seldom a 'great work' ☞

# But is **Big Brother** really **Watching** your **Mom**?

11

johnathan morgan

*Dorm Barcodes and the Grand Conspiracy (or disappointing lack thereof)*

Fellow students, I, too, was somewhat unsettled when I woke up one morning to find a shiny plastic barcode glittering menacingly at me from the inside of my doorframe. The thought that my humble dwelling had been branded by The Man gave me pause every time I opened the door, making me wonder if my person had been bar-coded as well, possibly secretly in my sleep, and whether I was being watched in fact RIGHT NOW, as a glowing red dot on a computer screen somewhere deep in the bowels of Los Alamos. I began checking the corners in my room for tiny cameras, entering and exiting via the window, and even regarding the little green light on my smoke detector with suspicion. I was a wreck. I couldn't eat, couldn't sleep, started wearing an aluminum foil helmet on my head to prevent the FBI from reading my thoughts. It had to end, and I had to end it. So one day, I marched bravely down to the SJC Security offices on the ground floor of Peterson, to confront the (no doubt) evil mastermind behind the fiendish barcode scheme: Randy Harris, Head of Security. I didn't know it then, but that day would turn out to be the first day of the rest of my life. Here, dear reader, is my story.

I hate to be the bearer of bad news, lord knows I love a good conspiracy theory as much as the next guy, but, as near as I can figure it, there is no grand Barcode conspiracy here at St. John's. And if there is, Randy Harris sure as hell doesn't know anything about it. Mr. Harris explained to me that the barcodes which had been put in doorframes throughout Uppers and Loweres (note: barcodes are on the way for suites, apartments, and most other main buildings on campus as well) in the last few weeks were more for tracking security personnel than for tracking students. The barcodes on the insides of the main dorm doors are meant to track the whereabouts of security personnel on their rounds, especially on graveyard shift. Each security guard scans

the barcodes on the buildings he passes as he makes his rounds with a special reader, which notes the time and the barcode number. (Incidentally, Mr. Harris tried to show me one of these "readers", but in my fragile state I mistook it for a FBI mind-melting gun and clutched my aluminum foil cap closer to my skull. As soon as Mr. Harris calmed me down and coaxed me out from under his desk, however, I recognized it for the harmless grocery store-like scanner it was.) After his shift, the security guard turns in the scanner and Mr. Harris is able to see where the security guard has been and when and if the security guard has conspicuous time gaps in his barcode log (gaps of time in which he could have been, say, stealing toilet paper from the B & G closets or installing tiny cameras in my room). Mr. Harris will be able to see it reflected in the log. Scanner devices like this are used in many institutions and places of business to monitor the activities of security personnel working late at night, without supervision.

The barcodes on the doors of individual dorm rooms help eliminate the paperwork that had to be filled out, in the pre-barcode days, every time security responded to the distressed call of someone locked out of their room. With the new barcode system, the information about the room number and the time of the lockout is recorded automatically when the barcode is scanned.

Mr. Harris led me out of his office with a reassuring handshake and a reminder that he was always available to answer any questions I or other members of the student body might have, security related or otherwise. As I left, I threw my aluminum brainshield into a nearby trash can with an embarrassed smile and a sigh of relief. I no longer had to fear that campus security was monitoring my every move in some sort of weird futuristic 1984 nightmare scenario.

Now I only have the CIA, the Chinese, and the aliens to worry about. Phew. What a relief.

and every seminar devoted to one pushes something else valuable off the curriculum. But all the same, these Supreme Court cases-whether or not they are 'great works' in themselves-serve as snapshots of American democracy in action. In light of the Primary Documents of Freedom we read in junior year and the Tocqueville in senior year, these court cases

show how the democratic ideals put down at the founding of this country actually work when put to the test in reality. They also show how these ideals are changed or reinterpreted as time goes on-for instance, how the concept of citizenship was broadened when it was extended to African Americans by the 14th Amendment.

Word came just before winter break that Mr. Alba and Ms. Reheymeyer were not re-hired for next year. Later that week, the student body's unease upon hearing the news prompted Adam Robson, Will Weiskopf, and I to meet with Dean Levine. We hoped to voice the popular concern that the decisions lacked adequate student input; additionally, we aimed to better understand the review process and students' corresponding rights and responsibilities. The following is a summary of our meeting with the dean.

**Instruction Committee:** Mr. Levine explained that the instruction committee thoroughly reviews tutors and makes recommendations to the president, the president makes recommendations to the Board of Visitors and Governors, and the board makes reappointments accordingly. The instruction committee is made up of the dean and six additional tutors who are elected by their peers. Each year two members are elected to a term of three years, after which time they may be re-elected, although consecutive terms are unusual. Members are typically tenured tutors, although untenured tutors have been elected. The dean chairs the instruction committee; this year's instruction committee members are Ast. Dean Fasanaro (3rd year on the IC), Mr. Franks (2nd year), Ms. Honeywell (1st year), Mr. Hunt (1st year), Ms. Martin (2nd year), and Mr. Perry (3rd year).

**Review Process and Criteria:** Tutors are reviewed three times before tenure. In the first year there is a review for one more year. In the second year, reappointments are for two years. In a tutor's fourth year they are re-appointed for three more years. Tenure reviews are in the sixth year and tenure appointments are in the seventh.

"The deliberations of the dean and the members of the instruction committee concerning the reappointments of tutors take into consideration the following:

1. Excellence of intellect and imagination.
2. Competence in the St. John's program as demonstrated by learning in the areas which it encompasses, continuing inquiry into those areas, and increasing understanding of fundamental questions raised by the books read in the program.
3. Excellence as a teacher of small discussion classes and of seminars whose leadership is shared with another tutor. Such excellence is shown, in

part, by an ability to listen patiently and thoughtfully both inside and outside the classroom.

4. Commitment to the St. John's program, especially as demonstrated by a willingness and ability to teach in different parts of it.

5. Sensitivity and responsiveness to the needs of the college community" (Pg. 19)\*.

Additional considerations include "knowledge of the candidate as might have been afforded [instruction committee members] in the regular academic life of the college, for example, by co-membership in study groups, and on examination committees and other committees, common attendance at faculty meetings and at Friday night lectures and question periods, and the candidate's auditing of classes" (Pg. 18). "With successive reappointment, the criteria are applied more rigorously and for tenure appointment, the application is especially strict" (Pg. 19).

**Non-Tenure:** In the case of non-tenure reappointments, the instruction committee consults all tutors in or beyond their third year for comment concerning the candidate's performance. Especially important are reviews provided by seminar partners and tutors with prolonged academic experience with the candidate, for example, those tutors who have participated in department meetings with the candidate and the archons of the tutorials in which the tutor has taught.

The instruction committee may also interview students who have been in the candidate's classes.

Reviews by tutorial students are greatly appreciated, as the instruction committee has to rely on student comments in order to evaluate in-class tutorial performance. This year is the first in which the instruction committee interviewed students from each third-year candidate's classes. In the past the instruction committee conducted fewer student interviews, only soliciting students in the as they saw fit and in the cases of negative reviews. In order to avoid conflicts of interest, the instruction committee shies away from soliciting reviews by candidates' current students. This practice has come under scrutiny by members of the student body; many fear that without reviews by current students, a tutor's improvement may go unnoticed. Concerned students should keep in mind that all members of the college community may write the instruction committee, whether solicited or not, and "the committee will read any letters it or any of ☞

its members receives regarding reappointment. They will be confidential to the extent possible and they will not be shown to the candidate. Letters may be positive, or negative, or both, but should be as specific as possible, avoiding general praise or condemnation. . . . Circulation of petitions, group coordination of letter writing, and any canvassing for or solicitation of letters are inappropriate" (Pg. 17).

Non-Tenure decisions are announced on December 15th.

**Tenure:** The review process for tenure candidates is similar to the non-tenure review process, with the greatest difference being the role of the students. For tenure reviews a committee of seniors is asked to interview the senior class, as opposed to the informal array of students solicited for non-tenure reviews. The instruction committee retains the right to solicit student comments regarding tenure reviews, but such solicitations are less common than in non-tenure cases. All students should feel free to write letters to the instruction committee concerning tenure and non-tenure candidates.

Tenure reviews are in the spring; decisions are announced on May 31st.

**Appeals:** A tutor may appeal a negative non-tenure reappointment decision before March 1st. Tenure appeals are due by October 1st.

"Any tutor shall have access to his or her file at any time upon reasonable request to the dean in writing. Upon receipt of such a request the dean shall temporarily remove from the file any materials contained therein which were received with the exception of confidentiality, such as materials from other institutions required to be kept confidential, or written statements from other tutors received in the regular course of faculty canvass. Upon removing any such material, the dean shall note in the file the material removed and the reason for removal" (Pg. 21). If, upon review of his/her instruction committee file, a tutor feels that a mistake has been made, the tutor has the right to appeal the committee's recommendation.

A candidate may make an appeal to the dean in writing and may request a meeting with the instruction committee. "The procedural requirement for a reconsideration of the original decision is the establishment of one or both of the following grounds: 1. Material, relevant, and substantive evidence concerning the candidate's work prior to the

original decision was not considered or was misrepresented; 2. An egregious flaw occurred in the original procedure" (Pg. 19). The president will appoint three tutors who did not participate in the original deliberation to work with the instruction committee in deciding if either of the two procedural requirements are met. If the appeal is approved for consideration, the instruction committee re-reviews the candidate.

If the instruction committee upholds its original decision, an additional appeal may be made to the president. Upon receipt of an appeal, the president may work with the instruction committee as he/she sees fit. "The president may not set aside a substantive negative recommendation [from the instruction committee]" (Pg. 21).

Students may write letters to the instruction committee concerning appeals. Students should keep in mind that the instruction committee is interested in specific examples, not general comments.

**Rumors:** We asked Mr. Levine about several rumors that have been circulating among the student body. Mr. Levine was disappointed to hear that students believe that reappointments are matters of inner-office politics. Confident that the members of the instruction committee want what is best for the college and act accordingly, Mr. Levine denied the rumor and noted as evidence of dedication the extensive time commitment that instruction committee members make. Mr. Levine pointed out that the instruction committee meets every Tuesday from 1:00-5:00 and sometimes meetings run as much as two hours over. During the two weeks before re-appointments they met four times a week, including Saturday and Sunday. He also noted that a negative reappointment is reviewed at least three times in order to be as thorough as possible. Mr. Levine assured us that the instruction committee takes their task very seriously and would not be so unprofessional as to let inner-office politics dictate reappointment decisions.

Addressing another rumor, Mr. Levine said that reappointment decisions are made independent of budgetary concerns and that there is not a non-renewal quota.

**Current Events:** This year fifteen tutors were candidates for non-tenure reappointments. Up for first year review were Mr. Andrews, Ms. Cassel, ☞

blake hindley

Recently (okay, last semester) there has been a lot of talk on campus about the decline in the quality of our community interaction. Students have been asked to brainstorm several possible solutions to the school's social constipation. Below is a short list of certain anonymous suggestions made by the student body:

- Buying a really huge tow truck to move Uppers and Lovers closer together.

- Having Security enforce social interaction at gunpoint.

- Renaming Seminar "The Jolly Jolly Fun Talk."

- Coming up with something that might interest the Gls. (Suggestions: Crocheting lessons, Sleep-athons, vegan cookoffs, and Bingo.)

- To improve student/tutor relations, increasing the number of don rags per semester.

- Hiring even more professional dancers to upstage us all at the Waltz parties.

- Lots of pizza provided at every single school function.

- Starting a van shuttle service to Cheeks.

- A post-Seminar event of some sort.

- For some reason actually building a roller coaster on the face of Monte Sol.

- Reopening that empty water tower above Suites for parties...Wait! They already have!

- Freshman hazing.

- A jacuzzi and dance floor in President Balkcom's office.

- Actually forcing Aramark to serve decent food in the coffee shop.

- Initiating explorations of the tunnels underneath Uppers.

- Making all the students shave their heads, wear funny orange robes, and chant a lot.

- Outlawing Reality because it is a terrible influence on our younger undergrads.

- A third campus.

- Sending the entire student body to an unspecified desert island to participate in hyper-realistic war games. The surviving dozen will have learned a valuable lesson about something or another.

- An exciting new "Win a Date With Cobalt Blue" contest.

- Actually canceling classes on national holidays.

- Hay rides.

- Systematically eliminating the "socially undesirable" from our campus.

- An all-college pact to lose our collective virginites by graduation.

- Gluing students of different classes together by their heads.

- Requesting more libel in the Moon.

- Mandatory "Baby-sit Your Tutor's Child Night."

- Randomly scheduled school-wide invasions of Gene Hackman's house. Also resuming the ancient tradition of yelling at Gene Hackman from the Apartments.

- Building a dorm in the fish pond.

- Releasing a sexy new "Studs of Polity" calendar, featuring an anonymous Junior class archon dressed only in his skivvies.

- "Sex With the Tutors Night."

- Alcohol. (suggested 459 times)

☞ Mr. Farin, and Mr. K. Wolf. Second year candidates were Ms. Greer, Mr. Gibson, Mr. Harrison, Mr. Smith, and Ms. van Boxel. Fourth year candidates were Mr. Alba, Mr. Bayer, Mr. Lane, Mr. McCombs, Ms. Rehmeyer, and Mr. Walpin. All tutors were re-appointed with the exceptions of Mr. Alba and Ms. Rehemeyer. Mr. Alba and Ms. Rehemeyer are appealing the decisions.

This spring Mr. Duvoisin and Mr. Lasell will be candidates for tenure positions.

In an effort to better inform the student body

of its role in reappointment decisions, Mr. Levine has suggested that the student committee on instruction write a reappointment addition to the student handbook. This addition would include pertinent review dates and would remind students that every member of the college community may contact the instruction committee, whether solicited or not.

Students with lingering re-appointment concerns should feel free to speak with Mr. Levine.

\*All quotations are from the 2001 St. John's College Tutor Handbook.

SUSPICION

BREEDS

CONFIDENCE

**MG:** A number of students are concerned that campus security is more interested in ticketing students than making our campus a safe place. How would you address these concerns?

**CF:** Let me answer your question about parking in a reverse way, not to evade the question, but to state the obvious. We don't have enough parking spaces. We simply don't. Randy Harris is bringing his motorcycle on campus to save a parking space and parking it near the security office. There are certain suggestions that students may not know. You can park by the tennis courts, in the dirt along the road. You can park along there. That's allowed. You can park on the left side as you are going down to the Activity Center, but only on the left side. Parking on the main road... Randy Harris has noticed this and I've noticed... A lot of people who park there are leaving spaces. They're parking in such a way that there are lots of spaces, and if they'd park closer to each other, you could probably fit another six, seven or eight more cars. We can tighten up the parking there, and utilize the parking going down to the gym, the gym parking lot itself, and the tennis courts that have been opened up. What we're going to do, fairly soon, as soon as we have the money, is put spots on the road coming into campus, mark off for each car, so people can park between those two yellow or white lines. That way we can regulate exactly how many cars come in and we can fit a lot more that way. Desperately, what we need is a parking lot, and if this makes the students feel better we need one just as desperately for faculty. We have a parking lot here that holds 56 spaces, and that's for staff and faculty. There's more faculty by far than 56, so faculty don't have enough place to park themselves. Now to answer the rest of your question... Why security is ticketing ... Where some people park frankly is just not allowed, not because we don't want to allow it, but because it's considered a danger. Now for instance down in Lowers, where the Fire Department said that nobody can park there, because God forbid they can't get a fire truck to a fire down in a dormitory. Those are the major reasons that people are being ticketed, they're parking in spaces which are considered dangerous. This is going to be alleviated, and the powers that be are aware of this, when a new parking facility or structure is put on campus.

**MG:** But it seems like people are being ticketed for really frivolous things. I know a guy who one weekend parked his car in front of the nurse's office to go get something from his room on a Saturday, when the

nurse doesn't even have hours, and when he came back from his dorm room he had been ticketed.

**CF:** The person doesn't necessarily know that. Security does a sweep around campus. That guy might have been there for ten seconds. That guy might have been there for an hour in between the sweep. If he's there for an hour, and there's a fire in say, Ms. Adam's apartment, God forbid, a fire person could not get the truck down there to put it out. So it's like being in town in some sense. There are certain places you can't park. You can't park in front of a fire hydrant; even if you just go out for thirty seconds, you're taking a risk that's not worth taking. Park earlier. Walk a little. That's the major problem. In general, we need more parking spaces. The problem will ease up really only when we build another parking space, perhaps down below the staff lot. We could double it, and it would open up for faculty, staff, and especially more students.

**MG:** How close are we to catching the person who's taking all the stereos?

**CF:** That I don't know much about. Mr. Harris has been very vigilant, and spoke to a person who shouldn't have been on our property. For legal reasons, I can't say anything more about that, but since that time, there have been no more thefts. That seems to have taken care of France.

**MG:** In the meantime, before we get a new lot or garage, what are some tips you can offer students to keep their car from being broken into?

**CF:** That really is a concern of security. I wouldn't leave tapes lying around. Don't make it noticeable that you have a nice stereo. Keep doors locked, windows up, that sort of thing. Randy's taken the bull by the horns here so to speak and really patrolled the area, and since he's done that I haven't heard of any suspicious people wandering around or stereos being stolen.

**MG:** What can students do to clarify these needs to the administration?

**CF:** There are town hall meetings. You can work with Polity. The Dean's Office is always open, and this office is always open. The thing to do is start here, with the dean and myself. I'm happy to see students and take their concerns and take them to the appropriate place. My door is open. That's the first thing, but be courteous and civil. Civil people are treated well. Remember all the time that the dean and myself are not just that. We are faculty members first; we're tutors first. That's important to us. If there's a larger question, you can talk to student polity and bring it to or even organize town hall meetings.

I.  
for lack of my own  
I jot down the beauty of  
Pablo Neruda

II.  
a folded paper  
content nought but few dear words  
sits on my pillow

III.  
sealed envelope  
inside, your blood and semen  
another woman's soul

haikus / becky dwyer

My fruit withers  
With the frustrations  
Of music's b-flat in the fall.  
Discontentment  
Voids the transactions  
Of my heart in the winter,  
And flakes off the eyelashes  
(cotton seeds in the springtime)  
Of my absent lover.

[untitled] / caroline cerf

## The Metamorphoses of a Vampire

charles baudelaire

Meanwhile the woman, from her crimson lips,  
— Like a snake on embers — writhing her hips,  
And working her breasts against her tight busk,  
Let gush forth these words so laden with musk:  
'My mouth is all wet, and I have the treats  
To erase old thoughts from between the sheets.  
I dry all tears on my glorious breast,  
Make old men laugh, as do children who jest.  
To the one who sees me naked, undone,  
I am moon and heaven, stars and the sun!  
I am, clever one, so skilled at these charms,  
I hush a man in my terrible arms,  
Or offer my breasts to his eager bite,  
— Both shy and lustful, yet tender and tight,  
These mattresses swoon so under my spell,

That helpless angels would leap into Hell!  
When she'd sucked me dry - all marrow from  
bone,  
And I turned to her with a listless moan  
To give one last kiss, yet I saw no more  
Than a sticky wineskin, full of puss galore!  
I slammed both eyes shut, in my frozen fright,  
And reopened them to the living light,  
When, next to me, like a dummy of wood,  
And bloated it seemed with the feast of blood,  
Some skeletal shards did tremble and rock,  
Creaking the moan of an old weathercock  
Like a sign that swings on an iron post,  
Blown all through the night by the wintry host.

[translation] / sally benson

## CANTO VI

UPON MY MIND'S REVINING, I SEE NEW SUFFERINGS, I AM IN THE THIRD CIRCLE, FILLED WITH COLD, UNENDING, HEAVY, AND ACCURSED RAIN, GROSS HAILSTONES, WATER, GRAY WITH FILTH, AND SNOW COME STEERING DOWN.



OVER THE SOULS IS AN OUTLANDISH, VICIOUS BEAST: CERBERUS! HIS EYES ARE BLOODED, HIS BELLY BULGES, AND HIS HANDS ARE CLAWS.



TELL ME WHO YOU ARE, YOU WHO ARE SET IN SUCH A DISMAL PLACE.

YOUR CITY—THE NAME YOU CITIZENS GAVE ME WAS CIRCED, AND FOR THE DAMNING SIN OF GLUTTONY, AS YOU CAN SEE, I LANGUISH IN THE RAIN, AND I AM NOT ALONE.

WHEN CERBERUS NOTICED US, HE OPENED WIDE HIS MOUTH, SHOWED US HIS FANGS, MY GUIDE OPENED HIS HANDS, FLOORED UP SOME EARTH, AND HE WAILED IT STRAIGHT INTO THOSE FANGED JAW.

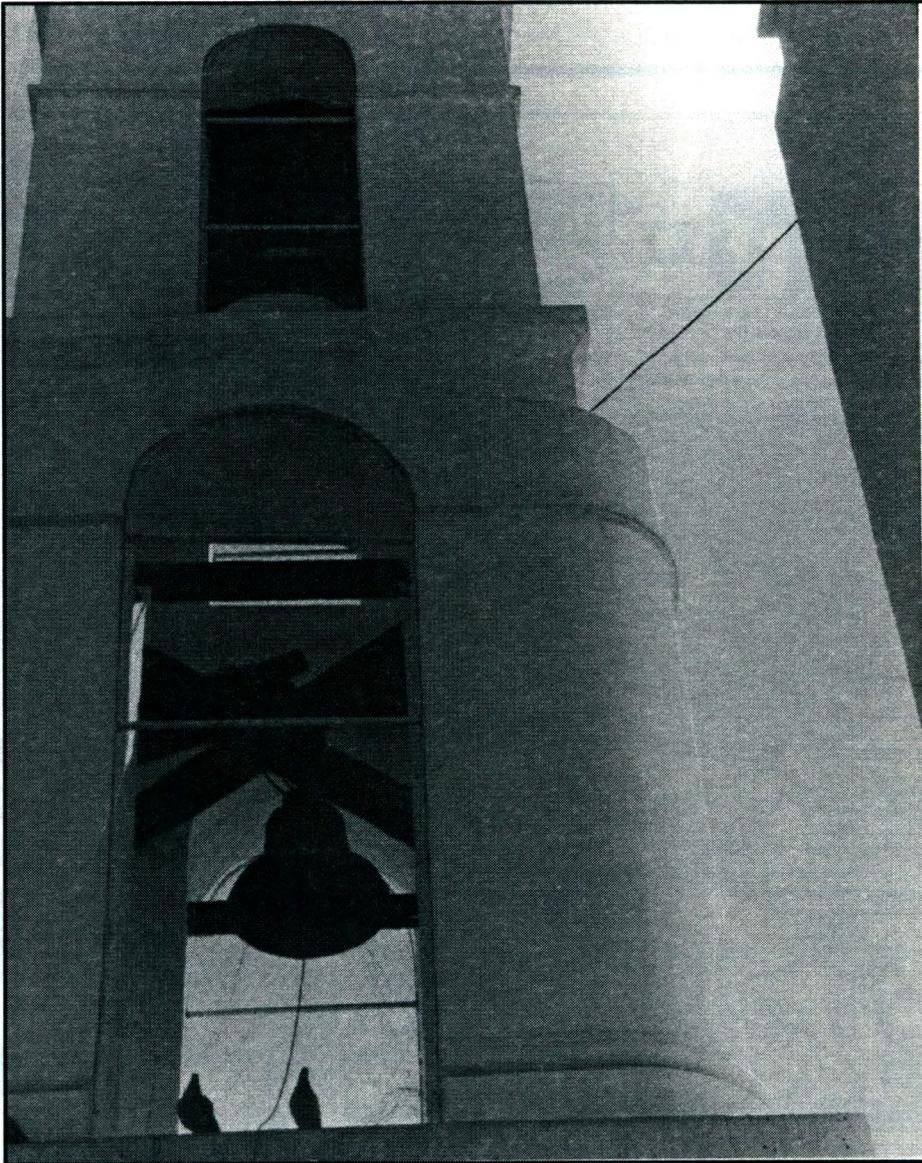


HE'LL RISE NO MORE UNTIL THE BLAST OF THE ANGELIC TRUMPET UPON THE COMING OF THE HOSTILE JUDGE: EACH ONE SHALL SEE HIS JORRY TOMB AGAIN AND ONCE AGAIN TAKE ON HIS FLESH AND FORM. REMEMBER WHEN A THING HAS MORE PERFECTION, SO MUCH GREATER IS ITS PAIN OR PLEASURE, THOUGH THESE ACCURSED SINNERS NEVER SHALL ATTAIN THE TRUE PERFECTION, YET THEY CAN EXPECT TO BE MORE PERFECT THAN NOW.



WE TOOK THE CIRCLING WAY TRAILED BY THAT ROAD; WE SAID MUCH MORE THAN I CAN HERE RECOUNT.





morning in juarez – rachel martin



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